

COMMISSION ON THE PROBLEMS OF MENTALLY RETARDED, HANDICAPPED
AND GIFTED CHILDREN

November 18, 1959

The meeting of the Commission on the Problems of Mentally Retarded, Handicapped and Gifted Children was called to order by the Chairman, Curtis B. Warnke, on Wednesday, November 18th, 1959, in Room 113 of the State Capitol at 10:30 A.M.

Roll was called and a quorum present as follows:

SENATORS

Fay George Child
Walter J. Franz
Karl F. Grittner
Stanley W. Holmquist

REPRESENTATIVES

Moppy Anderson
Ernest Beedle
Lawrence P. Cunningham
George Mangensteen
Curtis B. Warnke

Absent: Senator Clifford Uckelberg.

Guests Present: Mr. Stanley Bourgeault, Deaf and Blind Special Consultant; Mr. Thomas Irvin, Mentally Retarded Special Consultant; Mr. Ellsworth Stenswick, Speech & Crippled Children Special Consultant; Mr. Bill Keenan, Director of Research Project for Vocational Rehabilitation; Dr. Guy L. Bond, Professor of the College of Education, University of Minnesota; Dr. Dean Berry, Reading Consultant of St. Louis Park Public Schools; Dr. Victor L. Loyman, Director, Psycho-educational Clinic, St. Cloud Teachers College; P. J. Broen, State Department of Education; Mrs. Dale Burchett and Mrs. M. G. Piper of the League of Women Voters, and Mr. August Gehrke, Assistant Commissioner, Department of Education.

It was moved by Senator Franz and seconded by Mr. Anderson that the minutes of the previous meeting stand approved as written. Motion carried.

MR. STANLEY BOURGEAULT, Special Education Consultant of the Deaf and Blind. First let me say that it is certainly an honor to have a chance to present some material of the Department concerning the problems of visually impaired children, one of my two responsibilities. I serve both in the area of visually impaired and hard of hearing. I would like to start with the program of the visually impaired this morning and perhaps include some remarks concerning the deaf and hard of hearing children. Last Friday evening I had the pleasure of presenting an outline of the State program to the Minnesota Academy of Ophthalmology. I was somewhat surprised that this group, upon whom we are so heavily dependent for kinds of technical information, when I mentioned to them that we had more than one kind of service for children with visual impairments when we talk about educational programs.

I would like to go back with this group and provide you with a little background information. Blind and other visually impaired children have been educated for some 200, perhaps 300 years. It started in Europe. As long ago as 130 years ago we were educating children with severe visual disabilities in this country. At the time, however, for one reason because of our own personal, intimate and cultural reactions to blind people for whom we took pity, and also because we did not know much about how to educate these children, we tended to group them together. We see all over the country the development of a highly segregated program.

It was inevitable that as people started learning more about how to teach children with visual impairments, how they could perform roles in society and become competent people, they began to ask themselves - Look, what are we doing to these people emotionally? We are providing them with school experience that takes them away from learning to get along with sighted people. In some of the metropolitan communities throughout the country a day school kind of program developed, New York, Los Angeles, Chicago, Boston and Minneapolis. This group of communities realized that they had enough children to group together and provide the same kind of education and experience that they were getting when they sent them to a segregated school. The day school program then developed on a cooperative basis where children were kept in one special room with a highly skilled special teacher and yet they did not have to leave their homes. This was a major step forward. We call this program a cooperative program. It took a lot of cooperation between the special teacher and the regular class room teacher just to have this child get along. If this child was lucky he got to go into a regular class or maybe eat with a sighted child. This is an integrated program and much better than a segregated program. However the people who started the day school program decided that this is not really what we wanted to do about children with visual impairments so about 10 or 15 years ago the development of another kind of program, the resource program. This program is one in which the child is registered in a regular class room and from this class room his educational program is planned by a regular class room teacher who may know nothing about braille, nothing about how to teach a child to use a slate and stylus, she knows nothing about how to use large type print, and the variations that come from it, but in that building to help her to make sure that the child gets the same kind of opportunities that other children get, we have what we call a resource teacher. No longer do we let children be put in segregated programs if they do not need it. They are in the regular school having an equal opportunity, having a special teacher there to sort of build a plus kind of program, to bring in the special skill that they need, but more fundamental than anything else, they get to be counted as members of society for the first time in their lives. We know, and can show from the figures and cost of vocational rehabilitation, that the problem of whether a person is dependent or independent is the biggest problem that a visually impaired person faces - whether he will go out in the world and get a job, whether he will be a tax-paying, self-supporting self-respecting individual is the biggest challenge that we have. Education along the way is no longer a goal in itself, it is so important that a child learn to read but we say to ourselves, why does the child learn to read - so that for the rest of his life he has a tool that he can use. The resource program is an important one. Beyond this there is another kind of program that has developed. The State of New Jersey epitomizes this program. They have what we describe as an itinerary program, they do not have a segregated program, they do not have a residential school, they use this kind of service. They provide education for 161 totally blind children and countless scores of partially seeing children with just 16 itinerary teachers. Instead of the children going out for services they bring the services to the children.

We have talked about the segregated program, the cooperative program, a resource program in which there is total integration, and an itinerary program which is also 100% integration. The reason that I took you through this is because here in Minnesota we do not see any one of these programs solving our needs. No program is

one hundred percent effective. As we get together with other states we discover that they each have their own problems. In Minnesota our program encompasses all these programs, a segregated school for the rare child who needs an institutional kind of setting perhaps for a short time, perhaps for a longer time, a cooperative program, a resource program, and one for itinerant services. We have this variety, some of them have grown stronger in the last few years. The enabling legislation of 1957 went a long way in making this a more realistic kind of goal for school districts where they have low instances. We now have 10 communities that now educate children in the local community, Chisholm, Coleraine, Hibbing, Duluth, St. Cloud, Albert Lea, White Bear Lake, Robbinsdale, St. Paul and Minneapolis. Many of these programs have been there for a long while, some of them are brand new. It is a lot easier to start out with a new program and get what you want than to change some of the old ones - this is part of my job. There is a difference in my job between getting technical information and in giving information as to how to use the law to the advantage of the child and to the school district in an appropriate way. I alone cannot do all of this work, but I want to tell you the kind of services that I do try to provide with Mr. Geary and Assistant Commissioner Gehrke leadership.

In the State we have a total of 171 children who are legally blind enrolled in public schools in contrast with 67 children who are legally blind enrolled in our residential school at Faribault, so you can see already that our public school program is carrying the load for 2/3 of the total population of school age children. Beyond that we have scores of children who are merely partially seeing who are also staying in their own community for the first time in their lives. I wish I had time today to go into some of the kinds of research in the area of child growth and development upon which we have based this program. We feel conclusively and as legislators you agree as you have shown us the way that the people want their children at home and from this philosophy our program has stemmed.

Mr. Bourgeois pointed out that there was misconception in regard to legally blind children, 50% with the right kind of glasses can use large print, some even regular print. Of over 12,000 legally blind children registered in the United States this year almost 50% of those children have sufficient vision to be able to use some kind of printed form for their major mode of learning. Yet very often a school gets a report from a doctor that a child is legally blind, this child can play ball and ride a bicycle with proper glasses, this is sometimes confusing to the administrator (as well it might be), this is a lack of technical information, these are the kinds of things our office must interpret for school programs. Another basic misconception is that we have found that there is not necessarily a parallel between the extent of a visual loss and the extent of special services that a child needs. Some children legally blind are easier to instruct, a highly individual kind of program. We cannot generalize about the needs of children that cannot see well. There may be one child that has 20/200 vision that needs braille, there may be another child with 20/200 vision who you should absolutely leave alone. This must be determined from the school social worker, from our psychologist, from the medical doctor, from educators trained in the technical skill involved in teaching children and people who know the child well.

Another point of philosophy that we must continue to sell, that is, that a child is better off in his home and that there must be compelling reasons to justify moving the child out of his home.

Mr. Bourgeault pointed out that his job involved many words, many hours in trying to build understanding about these misconceptions into school administrators and other technical people who because of the low incidence of visual impairment have not run across it before. Two hundredth percent of the total population of school age children with a visual impairment so you see many schools never run across it. A consultant has the responsibility for these kinds of things. We have to help school districts to understand the need for information. A school may say, do we have to have a medical report - it is important because it tell us how much the child sees under what circumstances. They might say why do we need a psychological report - we can justify this but we need to help them understand it.

A second point. We have to make suggestions about how to change a program for a child. We have the final responsibility - this lies with our Commissioner of Education and we must guard this privilege and approve every visual placement for every child that is registered with our office. We have to maintain a continuous check on the success of the program. Sometimes we get the red flag - this thing isn't working out - from our information sometimes we say that this child even though she is legally blind she can see regular sight script but how come she is getting behind in her studies - there can be six or seven good reasons why, maybe she has a condition where her eyes don't move as fast so that she has a quantitative problem in reading rather than a qualitative problem. She is merely getting behind because she cannot read as fast. These are technical kinds of information but they have to be given to these people.

We provide consultive service for these ten formal programs that I listed for you. In these programs we have qualified teachers with the same kind of technical information that I have but very often they need help in interpreting the law, they need help in educating their school staff and their administration to implement new kinds of programming. Every year there is the responsibility for an annual census. We are given approximately \$30.00 per legally blind child by the Federal government in the way of a credit on the account of the American Printing House for the Blind which is a non-profit organization dedicated to the publication and production of large type and braille material for blind children. For each child listed on the census we have to have the doctors report, we have to know whether he reads braille or large type, very technical information, which responsibility is a new one. Until three years ago the State Department of Education were never privileged to approve this added support. This reduces the excess cost quite a bit. This is a new responsibility the Department of Education has taken on and while we try to improve our method of gathering the data it is time consuming.

Perhaps the biggest single problem that we have, a problem that is germane to the education of visually impaired children whether in a public school program or a segregated program, the residential school and the public school has the same

problem, is books. (Catalog "Large Type Textbooks" from the American Printing House for the Blind, Louisville 6, Kentucky, and "Large Type Edition Publications" from Stanwix House, Incorporated, Pittsburgh 4, Pennsylvania.) It should be interesting to you to see the extent of commercially manufactured large type material available that we need for the partial seeing population - two catalogs. Some states have a very simple problem with text book distribution because they have standardized text books. California, for example, simply place an order and the material they want is automatically manufactured. We want you to see here this morning that in our case this is a tremendous and time consuming problem. We have to rely on the services of volunteers to either braille or type up this material.

I will talk about the deaf and hard of hearing for about three minutes. The biggest problem that I discovered coming into the State a year and a half ago and becoming qualified as a teacher of the blind which I was not when I first came and having been qualified as a teacher of the deaf, I had a chance to look at these two areas. I saw a lot of confusion in agencies and school programs. I think some of it comes from the fact our residential schools for the blind and deaf are in the same area - I am not suggesting you move these - but a lot of people assumed that they had the same kind of educational programs. The education of the deaf is an entirely separate problem from the education of children with visual impairments. I say this over and over. I have to say this or I would seem contradictory. On one hand I am advocating the education of children in their local communities, on the other hand with children with problems of hearing I have to turn around and say just the opposite. The only way to improve their disability, their language performance, is to group them together and work with them with a highly skilled teacher - the answer at this time is to group them in one spot. So, on one hand I am encouraging children with hearing disabilities that are severe enough to warrant this special attention to go to the residential school or to go to one of the day schools which we have in three communities, Duluth, St. Paul and Minneapolis. I think that this is the only major point I need to make about the deaf and hard of hearing at this time.

MR. CUNNINGHAM: What is the legal definition of blindness? How many are there?

MR. BOURGNAULT: 20/200. 171 are known and registered and in public schools. 76 in the residential school at Faribault. Service for the Blind which is a very effective agency in the Department of Welfare has on its rosters between 75 and 90 children with multiple handicaps. These children are so handicapped that they are not in any kind of program. This is a pretty tragic thing.

MR. FEEDIE: How do we compare with the rest of the nation?

MR. BOURGNAULT: I would say that we are ahead of the rest of the nation. The state of California has 75% of its 900 legally blind children enrolled in public schools with 25% remaining in the residential or segregated program. In our State there would be a little over 2/3 in the public schools so we have a way to go yet. We have also discovered from the experience of other states that kindergarten experience is very helpful, they learn to take their turn, etc. and so for the first time this year not a single kindergarten child visually impaired or blind child was removed from his or her home community for kindergarten experience.

Mr. Bourgeault points out that kindergarten is a promiscuous kind of thing. A school district does not have to have them and furthermore when they do have them the curriculum is not controlled. Some school districts go into what we call reading readiness. If a school district does this and if a child is severely impaired visually and remained in the kindergarten and that kindergarten goes into reading readiness the last few months of the school year, then through some of our volunteer groups we have material which duplicates for the visually impaired child the same kind of things learned by the sighted child from books - matching is an important reading readiness skill, he is taught to match textures, etc. (A sample is shown by Mr. Bourgeault). These are important fundamentals before he learns to read.

SENATOR GRITTNER: Who did you say manufactured these?

MR. BOURGFAULT: Nationally the sisterhoods of the various Jewish Temples have accepted the manufacture of this material and they do it for us at no cost to us. We have them doing it for us in Minneapolis. We help them reconstruct it and they simply produce for us.

SENATOR GRITTNER: In addition to legally blind children, how many children do we have listed in the state department as receiving special state aids or enrolled in classes where we have aid to the teachers are visually handicapped? How many pupils are we paying aid for?

MR. BOURGFAULT: In addition to the 10 programs which I cited we have no school district that is receiving support for reimbursement directly to a teacher. They have no professional instructional service available to them. The type of service which the school is providing for these children who are individually placed in a school district is generally concerned with either reader service or the acquisition of special large type or braille material. This is rather expensive.

SENATOR GRITTNER: We do have over 171 pupils that are being educated in the ten communities for whom aid is paid. We have 171 legally blind.

MR. BOURGFAULT: 279 .

SENATOR GRITTNER: Then we have about 100 more pupils enrolled who are not legally blind but enrolled in these special classes.

SENATOR HOLMQUIST: I would like to pursue the question just asked by Senator Grittner - is it correct then that \$3,600.00 teacher aid is not received by any teachers who are engaged in the teaching of visually impaired folks, that they only receive the regular state aids?

MR. BOURGFAULT: I am sorry that I left the group with that misunderstanding. In formal registered approved programs serving a sufficient number of children to justify hiring a highly skilled teacher, the district is receiving the aid.

SENATOR HOLMQUIST: How many districts are so involved?

MR. BOURGFAULT: 10.

SENATOR HOLMQUIST: They are receiving 2/3 of the salary of each teacher employed not to exceed \$3,600.00, in addition to the \$50.00 capital outlay.

MR. BOURGFAULT: Yes. There are 27 teachers.

SENATOR GRITTFNER: Are there any places outside the metropolitan areas that have more than one class?

MR. BOURGFAULT: No.

SENATOR GRITTFNER: In other words we can say that in about 7 situations the 1957 Legislature has provided the impetus for doing for the first time that which had not previously been done. Classes are of optimum size and not over crowded to the point where they need two teachers.

MR. BOURGFAULT: May I add that we do find that as suburban and out communities develop a resource program and bring in a specially skilled teacher then parents migrate to these centers and very often after the second year we must start talking to this superintendent about one and a half teachers or two teachers. This is true of White Bear and it will probably be true of Robbinsdale.

SENATOR GRITTFNER: I think that we can say also that from the experience of St. Paul, Minneapolis and Duluth that parents of handicapped children have moved here over the years for the simple reason that "I am not going to have my child stagnate in an area where there are no special aids" so the whole family pulls up roots and moves to an area where we have these programs.

MR. BOURGFAULT: Exactly. I think this is our whole concern for formal inter-district cooperation and the out state areas can have this.

SENATOR GRITTFNER: When you said not any one of the four different types of programs are used in Minnesota exclusively I imagine you were taking into account the fact that New Jersey is practically an urban state and that the itinerant program there would really be moving from large school district to large school district where in Minnesota we have just a few blind children spotted over sparsely settled areas we almost have to have this residential center if we are going to give them the kind of education that they need to have. The itinerant might be more expensive than having them at Faribault.

MR. BOURGFAULT: I don't know if I would want to say this in terms of cost. I would agree with you that the modesty of the State precludes the total itinerant service. New Jersey is successful in this, because, as you say, the concentration. But, if we were to talk about cost of programing I don't think that even with a fully developed itinary service we would ever exceed the cost percapita that the residential school seems to need.

SENATOR GRITNER: If we were to get a program of inter-district cooperation set up in the State and operating so that we could board these children say 4 nights of the week away from home and have them home for Friday, Saturday and Sunday, then could we look forward to possible abandonment of Faribault Visually Handicapped School. Are we moving in such a direction that we are making Faribault a very high percapita cost, uneconomic type of operation.

MR. BOURGHAULT: I think we are looking toward a change in the nature of services provided by this residential school. Remember the 75 through 90 children who are multiply involved who are not being served anywhere. This might be a center which might develop resources, bring in a psychiatric social worker, adequately well trained house parents, a highly skilled staff with a different kind of frame work of reference to do some observation on these patients and figure out if something can be done for them. This might be the kind of role the residential school would eventually fall into. I think the Department of Welfare does see it in this light and maybe you might want a representative of that Department to speak to you about it.

SENATOR GRITNER: Do you have or can you get for us the number of students who have been enrolled at Faribault in each class say for the last 20 years. I am feeling around for what I think would be a rather dramatic drop in numbers due to the establishment of these additional outstate centers. I am wondering what the figure use to be for Faribault?

MR. BOURGHAULT: They have been as high as 130. There has been only a drop of between 20 and 25 students, 130 maximum down to 101 population the last year. I need to point out one important thing here which is important here, there has been an increase in the incident of blindness which is now controlled but for many years run rampant throughout the entire country. Premature babies which at one time were lost are saved with oxygen therapy. You have probably heard about retrolental fibroplasia. It was not until 1951-52 that they discovered the cause of the disease so we have a bulk of these children now between the 1st and 6th grade in our schools. This is one reason why the population of the residential school has increased.

SENATOR GRITNER: Is it safe to say that the increase in the number of students in school in the day care classes has been due to the increase in the number of students being served who were not previously being served - there were some who were living at home and were not educated. If they were not drawn off from Faribault then where did they come from? Is it just that we are providing better service to more people.

MR. BOURGHAULT: This is one part of it. Another is this disease which I mentioned. Figures shot up over one, two and three hundredth percent in almost every state. New York went from 37 blind per year to 167 in one year because of this disease. Our own figure somewhat parallels this proportionately.

SENATOR HOLMQUIST: An increase in the population is another factor.

SENATOR HOLMQUIST: You stated that the enrollment at Faribault for the resident school was about 101, I have a figure of 67.

MR. BOURGHEAULT: 67 are legally blind. Some of their population is partially seeing.

SENATOR HOLMQUIST: In Minneapolis, Duluth and St. Paul we have programs for the deaf and hard of hearing, are those programs completely segregated?

MR. BOURGHEAULT: In Minneapolis they have a combined program. Once again no one kind of program fills the need for all children because of the severity and nature of the disability. Minneapolis has a program which is segregated of need and necessity, because of the language difficulty for the deaf children. In addition they have a program which is partially integrated for children who have a moderate hearing impairment. This year for the first time at our encouragement they have added an itinerant service for minimally involved hard of hearing students who can stay in their own class and merely be taken out for lip reading instruction one or twice a week. St. Paul has not moved to this level of sophistication in their programing. They are entirely segregated at this time, although within the building there are other classes of normal hearing children and they do occasionally have experiences with normal hearing children. Duluth has a very intricate combined program and includes retarded children which is a real rare thing. These children shuttle back and forth between various kinds of programs.

SENATOR HOLMQUIST: What is the population at Faribault for the deaf and hard of hearing?

MR. BOURGHEAULT: I will give you a round number - 260.

MR. BERNIER: Do you know the reason that St. Paul lags behind Minneapolis?

MR. GEARY: I think that programs need overall direction, supervision and coordination and this maybe part of the problem. I think too that St. Paul has had financial problems that are unique to St. Paul and the need that they have for perhaps a Director of Special Education or Consultant in Special Education is expressed in when we say there is a lag. I think it is related to the financial problem.

SENATOR GRITNER: Historically there are inter-personnel problems too.

MR. GEARY: That is right. It is a very difficult problem for us to cope with.

SENATOR HOLMQUIST: The only place that I will take issue is - the financial problem is not unique to St. Paul.

MR. GEARY: We have a wonderful law here - the law has potential. A potential can only be tapped when there is intensive effort and this is what we don't have at the moment. We have said time and time again that special education is not apart from but an important part of the total education program. Anything that is done in special education has a positive affect on total school program. I don't think we are pushing hard for something that is special, it is important to the whole educational program. We have a difficult problem here with lack of leadership.

SENATOR HOLMQUIST: The State Department of Education has had the opportunity now to operate for a number of years under the new law that we passed, with your experience do you have any recommendations for this committee as far as changes in the law, do you have any recommendations for new statutes that should be passed to further facilitate this program?

MR. GEARY: I think that anything that any of our fellows are saying is not to get up and tell what his job is and problems in it, but it is to point to one thing and that is that we have a need for some inter-district cooperation throughout the State. We are here to point out that there are certain things we are able to do, but there are certain things we cannot do because we do not have some type of inter-district, formalized inter-district -

SENATOR HOLMQUIST: We do have that, we passed a law in the last session which makes it possible for districts to cooperate under the handicapped program.

MR. GEARY: Districts can cooperate let us say in developing class in one district and then sending a pupil to that one district, but I am sure that just as we are talking about a supervisor in special education in St. Paul that we need this person on a broad inter-district basis and unless there is a means of doing this, making it possible between districts, we won't get this leadership out in the State that will bring the refined kind of program that is possible. This is what we are saying when we talk about the need for inter-district cooperation. This demonstration project that we talk about and request that it be put into a statute so that we can have a demonstration, this is to allow, for instance yesterday we met with 15 superintendents down in Fillmore and Houston Counties in their athletic district and we went over our new manual so that we could get their suggestions and criticisms before we took this manual to the State Board. We are doing this with every Superintendent in the State through his athletic district. If there was a director or supervisor of special education within this setting, whether it is the athletic district or what it is, we have to find out, then program development, refinement and services to children becomes as realistic out in the State as it is in the metropolitan areas.

SENATOR HOLMQUIST: Then we can properly conclude from our testimony that what the State Department needs is additional personnel so that they can supervise out there or do you want supervisors hired by these athletic districts?

MR. GEARY: I don't know if it is the athletic districts? We would like to see them become local supervisors on a broad inter-district basis out in the State.

SENATOR HOLMQUIST: We have 32 athletic districts in Minnesota - is it your recommendation that we encourage inter-district cooperation so that there are 32 specialized supervisors - would that be the ideal situation?

MR. GEARY: I think if we had some pattern of this type this would be an ideal situation, it would really bring the program to the children of the State. What we are asking at this time is consideration of a demonstration of this perhaps in various areas of the State - perhaps 3 areas so Superintendents over the State could look at this and say - look at this, this is why it works, this is how it works, there are some problems in it, have a demonstration. New York state has what they call the Board of Cooperative Services and this again is an inter-district effort. They have representation from each district on the Board of Cooperative Services and if the district needs a full time teacher then that service belongs to that district, that is their own, but if they need the half time service of an itinerant teacher they can get it from this Board. If they need some psychological service for evaluating these children again on an inter-district basis they can get it and share it. What we are asking is an opportunity to see a demonstration of an inter-district programing in Minnesota. We know that it cannot be done overnight.

SENATOR HOLMQUIST: In our athletic district we have 17 schools, the two largest schools are Litchfield and Willmar, it would be conceivable that maybe we would have to have 5 specialized classes in our district. We could have one for the deaf and hard of hearing in one school, for the blind in another school, the multiple handicapped another school and if we have more of them several classes for the mentally retarded. Is that the idea. Grove City which is a small school might have one deaf child, one blind child, one mentally retarded child, and we could send them to the other schools.

MR. GEARY: Yes. But we feel that the only way this is going to come about is if there is a person who would be a special education director or consultant, not hired by one district, but broadly by a number of districts, and he has functions to develop this, have to do with the placement of children, the evaluation of their disability. We point out the districts but with the present plan of reimbursements, we don't know for sure - we need a demonstration project to show us. If they hired this person, subtracted the \$3,600.00 and then shared the net cost. Mr. Stenswick met with an athletic district and he can tell you about it and they figured the net cost would be about 65 cents a pupil. This was just talking outloud as they discussed it.

SENATOR HOLMQUIST: Then is it logical to conclude that your recommendation would be that legislation be enacted that would authorize that type of supervisor and demonstration unit in maybe two or three sections of the state.

MR. GEARY: Yes. And the thing that we would hope would be considered as far our needs - every man that stands up here is not talking about his job as much as he is talking about limitation on program development because of a lack of this kind of person on an inter-district basis.

SENATOR GEITNER: It is just out of the question for a little town like Grove City to think about it, it might cross the superintendents mind when he reads education literature, but he just dismisses it. He needs someone to channel it. Someone to set up an organization.

MR. GEARY: We spent yesterday morning with the principal of the school at La Crescent. He has a retarded child, a boy who is an emotional problem, another child with a physical disability - we spent all morning trying to program these children - he also has a whole elementary school who will take the normal amount of time. Yet we left with the feeling - what is really going to happen with these children if we can't come back and be helpful, and we know that we can't come back next week, we can't come back the following week, and we felt rather ineffective. We had talked about the children, we can now correspond about them but they need someone on the spot who can work on the proper placement, etc. What these districts have done on their own is shown in the progress of their programs, but when they get to the difficult children and the difficult program when we get to the problem of population distribution in our state, then we have a need for someone.

SENATOR HOLMQUIST: What would be the cost if the State of Minnesota would authorize 3 unit research projects?

MR. GEARY: As it was set up I think the estimated cost was \$77,000.00.

MR. ANDERSON: I was called out for a time - is this meeting something new and have you had other meetings similar?

MR. GEARY: We have a new manual which includes directives to be approved by the State Board of Education. These are directives relating to the program for retarded children. We have taken these to the advisory board of handicapped and gifted children and they have reviewed them with us, we feel that before we go to the State Board of Education, and this was the Commissioner's suggestion, that we go out to every athletic district in the State and get the reaction, suggestions and comments so that we know the real grass roots problem. We got information and I am sure there is a better understanding of our regulations. It is the kind of communication that is essential both ways.

MR. ANDERSON: Do you have an itinerary that is going to take you all over the state on this?

MR. GEARY: The Commissioner has written to every athletic district suggesting that we would like to come out and go over the manuals with them. We will make it if our travel money holds up.

SENATOR GRITTNER: That is a point. What will happen to all these programs when the travel money runs out?

MR. GEARY: I don't think we are going to travel.

SENATOR GRITTNER: We are going to have all this talent and all this energy landlocked in St. Paul.

MR. GEARY: It really is a problem.

SENATOR GRITTNER: It is our fault, not yours. It is stupid to have trained people vegetating in St. Paul because we don't have 7¹/₂ cents a mile to get them out where they can do a job.

MR. CUNNINGHAM: A little more about these inter-district demonstration projects - where would they be located? Would the State Board of Education do that?

MR. GEARY: The criteria at the moment - it might be one area of the state that has a low economic base, another that has a rather high one, another our suburbs. We need inter-district cooperation in the suburbs just as badly as we need it anyplace. For instance Hennepin County probably has more children now than the Minneapolis School District. The Minneapolis School District has been handling many of the suburban problems. Parents can be told to move into Minneapolis from the suburbs just as some parents may have to move in from out in the State. This is the criteria. We think we could sit down with representatives of the School Superintendents Association and decide together what might be some of the criteria important in the selection of these areas. I am sure total school population, distance of travel, funds available, all of these things have to be considered. We would not want to be in the position of arbitrarily saying here should be one, here should be another and here should be another.

SENATOR HOLMQUIST: I don't think it would be well to make this program 100% state supported. I think that the districts selected should share in the cost, because if they do not then all 32 districts will want the experiment. Let us find out if they are really interested, find out if they want to pay part.

MR. GEARY: I think this is a very important point, Senator. I would feel that most of the school districts would want to share in the costs.

MR. THOMAS IRVIN, Special Education Consultant, Mentally Retarded. I am very happy to have this opportunity to talk to you for a few minutes. I would like to say from the outset that I have been with the section on special education only for 6 weeks and I think because of this there are many problems that I do not understand - I would not even pretend to have a grasp of the total picture even in my own area of mentally retardation. What I would like to do today for a few minutes is to share with you a little of my duties and then to concentrate primarily on this problem of inter-district cooperation as I have seen it as it relates to my own field. I certainly invite your questions and I will do my best to answer them.

One of the first duties that I had was to help in the development of the manual in the area of the retarded. This was a problem that I had been quite close to for some time. I have recognized as a special class teachers myself the need for a change in directives. Actually this manual is written primarily for the local administrative offices, it is not the teachers necessarily, this is involved with problems of placement etc. There has been general dissatisfaction with the eligibility standards. Our program for the retarded goes back to 1915. This, in terms of legislation, is the second oldest program in the country. Somewhere along the line regulations came in, or directives, I am not sure which that set the standards up in this framework, all that was required for a child to be placed

in a class for the retarded was if he had an IQ score of between 50 and 80 and if he had a medical exam. There is nothing unique about this in Minnesota. I think the same thing happened throughout the country. They thought all we have to do is set up a class and throw the children in it and the problem is solved. This is more or less a quantitative approach. Since 1957 the same IQ range of 50 to 80 was used but it was used with considerable more degree of flexibility. It was stated quite emphatically in one of the manuals that precedes this one that all children below 80 do not need to be in this class, especially those who group up between 76 and 80. This did not eliminate the problem. Many communities seemed to have a rigid adherence to this 50 to 80. (An example was given where a girl was placed in his class with 71 IQ but who prior to that time had gotten along well in the regular class, but when someone discovered there was an opening in the retarded class thought she should be placed there. This was maladjusting her rather than adjusting her. This was a rigid adjustment. That was how many of the children were placed.) There has been general dissatisfaction with the standards and the thing that we are quite happy about is the philosophy that is in the present standards. May I read you just one statement that we have changed, we are trying to have this child centered and not IQ centered, we are trying to subordinate the IQ to this child. We are considering all areas. "Generally children with IQs of between 50 and 75 are considered eligible for placement in a special class, however, some children with IQs below 50 and above 75 may qualify for such a program, and other who qualify in the 50 to 75 range may not qualify. The decision cannot be made solely on the basis of a child's IQ." We then go into the school history, the social history, the medical history, we cover all of these areas and then when we are through with this individual evaluation we go into staff conference and then we point out - let's be careful before we label "mental retardation" on a child and place him in such a class - this is a thing that is going to effect him the rest of his life. This is good. It has a philosophy. Now the reason I am going into detail on this is that here is the problem - we think this is good, yet it is only a mass of words if there is not someone to interpret and carry this thing out locally. This means very little to people who have not had a chance to work with the retarded. Another thing that bothers me - I am the one that has to approve the students for enrollment of any of the classes in the State - again what happens - I am looking at an IQ score, that is all I have. I don't see the child. I initial it and that approves that child. This again is something that should be done locally.

I want to give you other reasons why I think we need this inter-district co-operation. (Another example is given where a boy who moved from the city schools to a district where they did not have retarded classes and as a result he was not in school, this boy's father called and the Department of Education finally placed him in regular classes along with a homebound program. He points out that this would never have had to be worked out by the Department had there been inter-district person.)

Mr. Irvin gave another example of a small classroom accomodating 22 pupils that was away too small for the number of children they had to take care of. The school teacher had called Mr. Geary but asked that she not tell the Principal. He pointed out that this teacher's mental health was affected and the children not getting a decent program. We have not solved this - we have not been out

there. This is a ticklish problem. Again I think you can see that had someone been there locally in the first place this class would never have been started in that size room. It would have been worked out better.

SENATOR HOLMQUIST. How come that was approved? Are they getting aid?

MR. IRVIN. This was a new building. This was something that was approved last year. This is the first year in operation.

SENATOR HOLMQUIST: Will the State Department of Education authorize the payment of \$3,600.00?

MR. IRVIN: I think that is one of the aces in the hole that we have and we will certainly mention that when we go out. We would like to do it not on the idea of waving something in their face and hope that they can see from within that this is very unsatisfactory.

SENATOR HOLMQUIST: They are duty bound to have proper facilities if they receive the aid.

SENATOR GRITTFER: You know, human nature being what it is, the cry of dictation in the State Department will be the first thing they read in the paper when those people go out and say those 22 children and the teacher are not getting a fair break on a special education program. That will probably be the first report and the major defense.

MR. CUNNINGHAM: Isn't there a number?

MR. IRVIN: There is a number. We have set it up as 15, but you see the teacher does not have 22 all at once. Maybe there are only 12 or 15 at one time but the room is set up for only about 5 or 6. She does not even have a table in the room.

There are a few other areas that show the need for inter-district service locally: the problem of parent counseling; a coordinating service to carry out placement; assisting teachers, helping them adjust; developing instructional material and in-service training. These should all be done on a local level. Presently the responsibility of special class operation is relegated to principals or to elementary supervisors in the local districts. This is fine. Let me parallel it in a way to the state program required in 1957. I was checking the history a few days ago and I found out that there has been someone in some supervisory capacity since this program began in 1915, but as to the amount of time devoted, this was one person without any training in special education, one person devoting 1/10 time to the total state program up to 1/2 time. I don't think there is any question of the improvement that has taken place since the 1957 legislation and what we have set up now. It has grown quantitatively and it is also growing qualitatively. This I think is the important thing and this is the idea of an inter-district person.

MR. CUNNINGHAM: For quite a number of years at Pipestone we had a class of educable children but now we have the trainable as well as the educable ones, are there many schools where they have both?

MR. IRVIN: Again in the metropolitan areas this is more prevalent. In 1957 there were 19 programs of trainable and now there are 31. There are approximately 10 times more programs for the educable as there are for the trainable. There are a total of 327 classes and of this number 31 are for the trainable and the remainder are educable. Most start at the elementary level. I think there are 94 at the secondary level.

MR. NEEDLE: In regard to this inter-district program, I was wondering if you give me this information - is it your feeling or the feeling of the Department that these directors for this inter-district program should have continuous districts for say one for the deaf, blind, or one man or what?

MR. IRVIN: I think this person, perhaps the term coordinator is a good term, he would coordinate the services. This would not eliminate the need for an itinerant teacher for the blind, or for the deaf or the fact that we would have these classes. There would this focal point to direct the services for special education within an athletic district which may involve maybe one or two counties.

MR. NEEDLE: There are persons conversant enough in all three of these fields to do this?

MR. IRVIN: The only example I can give you is Dr. Deno in Minneapolis, Dick Weatherman in Duluth and Connie Wurtz in Rochester.

MR. GEARY: Maybe I can add something here. It would be awfully hard to be conversant in all areas. What we feel it would do would enable our resources here to be more adequate if we were able to go out and work with the person and help him, for instance, they are building a new wing on one of their elementary schools in Rochester and the principal came up, they were wondering if they need rooms for blind children, one for physical therapy, he was not sure, we all participated and I think together we pooled our resources to a local person that will be effective.

MR. NEEDLE: That is what I was getting at.

MR. GEARY: The University has a new program which they call the special education specialist program where they try to give a broad amount of training, but you will still need the resources of the people who are trained individually.

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MR. ELLSWORTH STENEWICK, Special Education Consultant, Speech and Crippled Children. My role in the special education section has to do with speech correction and crippled. My main responsibility has been in the area of speech correction and I have been involved quite heavily in the home instruction program for crippled children. I would like to talk to you today relative to some of the problems we see in this area of education. When we are talking about speech correction we are talking about a large group of handicapped children, the largest of any of the disability areas. The incidence of defective speech is quite high running perhaps to 5% of our public school children

which would mean that here in Minnesota we would have some 30,000 children who need special services in the way of speech correction. We have recognized this in our schools for many years, we have had reimbursed speech correction programs since about 1915. There has been a gradual steady increase in the number of programs that we have had but it is only since the 1957 legislation that we have seen a real spurt in this kind of service. I would like to briefly mention to you the kinds of growth that we have had - we currently have about 120 speech correctionists in the public schools of Minnesota as to about 75, I believe, prior to the 1957 legislation. In the last school year 1958-59 we had about 99 people employed in this way in our schools, this represented some 25% increase in one school year and I think there will be roughly 25% increase this year. Along with the increase of teachers, of course, there has been an increase in the number of pupils served. We have had around 10,000 children served in public school speech correction classes. If we think in terms of 20% or 25% increase in one school year this sounds quite encouraging but even with the development of new programs we still have this kind of service in only about 26 of our 87 counties so we have a long way to go. Many of the new programs we are seeing in the more rural areas. We have programs starting this year, I will give you an example, we have a part time program up in Middle River. It is a pretty small school district but they have a person who is trained and is able to devote at least part time to this kind of a program. The legislation which was passed this last year which makes it possible for one district to hire and sell services to other districts I think is the key to our problem in this particular area of disability, because it means that we can send services to less populated areas. We have one program this year for example that is serving 5 school districts and serving quite effectively because they are small school districts. This is at Elk River. Elk River has about half the time of the person and then you get down to one common district that I believe has only 3 children who need this service, but they are getting the service by buying it from Elk River. The fact that we are moving out into these more rural areas is however creating a problem for us in that to establish a program now entails just that much more work than it did to establish one in Northfield, as we did last year, because we are dealing with more school boards, with more superintendents, more administrative problems are involved, and I think we are going to run into a real snag on this. I mentioned the program at Middle River. This is in Marshall County and in a relatively sparsely populated area of the State. They are interested up there to extend the service up there on a part time basis to other districts around them. I don't know how many letters we have had on this, to spell out in detail how they should go about it. There are many administrative details in this program. I think what I am leading up to now is again this thing that we have talked about so much this morning, that if we had a person in that area of the State as a coordinator of special education we could develop programs a lot more rapidly. I think this will become more and more of a problem for us because we do not have the time to go out and spend a lot of time in any one area and to develop programs on that basis. We have generally made good progress in speech correction, I think we will continue to. We have worked some with the teachers' training institution and I think it seems reasonable that as time goes on we will have a fairly adequate teacher's supply that will keep up with the development of new programs. Very frankly I think that speech correction offers

The last problem of many of our areas because we do have in this field generally pretty well trained people. The training of speech correctionist is quite complete training and people can go out and function pretty much on their own. We still have this matter of establishing programs and extending services to rural areas and I think here is where we need coordinators of special education.

In the area of crippled children, I would like to talk a little bit about our home bound program. You may not be too familiar with this program. It is relatively new in Minnesota. During the past school year of 1958-59 we had about 1700 children on this program during the course of the year. This is a very excellent program and an extremely important adjunct to the total educational picture in the state but again we have problems. The home instruction program is designed primarily for children who are temporarily out of school because of illness or injury, and to bring a teacher into a child's room to keep him up with his classes is a pretty important part of education. It isn't only that kind of child that we serve. There are many severely handicapped children for whom there is no other program. The problem that we face here, I think, is a lack of people trained in the specific needs of the handicapped out in the State. Actually many school districts are hard pressed to find any kind of a teacher to teach the severely handicapped so in many instances it becomes a matter of using teachers who are not fully trained to handle the toughest educational problems that the district has. Here again I think the matter of a coordinator comes in. (An example is given of a child in the new facility at Worthington where the Principal is trained in this work, also they have two trained teachers with not as much training with the physically handicapped, this child, a severely involved cerebral palsy, was uncomfortable and it took the well trained Principal to detect what was wrong.) This child had a good teacher but one that was not trained to recognize the needs of handicapped children. This made me wonder how many children we have on home instruction programs where their needs are not recognized because they are not being handled by fully trained adequate people. Here again this points out very clearly, at least to me, that if we had had in that particular area a special education person who could watch over the home instruction program, could recognize these special needs, could make recommendation as to equipment that the child might use to make their education easier, there is a real role for a person like that to play. The fact that we do not know enough about some of our home instruction programs, we have 1700 children so we obviously don't visit many homes. We do when we have a specific request to do so. It seems to me that it is extremely important that we somehow, someway get down to the local level some understanding of the needs of this particular group of children. I mention that this occurred at Worthington - some of you may not be familiar with the fact that we now have in the State a residential facility for severely handicapped children. This program, part of it is under the Worthington School District and it accepted its first children for enrollment this year. It is in its very early stages of development and we think that it has a real potential for certain groups of severely handicapped children in the State. We have worked very closely with this program. We have been with it from the very beginning of public school involvement. I think it is only fair to say that Mr. Geary and I have spent a good proportion of time on one particular program at the expense of other activities that we should be involved in. We are very concerned that this program get off the ground and be a good one. We have tried to involve the local schools right from the very beginning in the selection of children for this program. We

have encouraged a screening process which involves the local school superintendents because we feel that a handicapped child is as much the responsibility of the local district as the non-handicapped child. This has meant that the school superintendent has had to take on a new role if they had a handicapped child that might be eligible. They have had to gather information about the child that perhaps they didn't know, they have had to gather medical information, social information from the local county welfare boards and they have had to sit down with the local county welfare boards to try to make some determination as to whether or not this child was a good candidate for Worthington and whether or not they should do anything in the local community to meet the needs of the child. In order to assure that the right children would get there, that the children who would be there belonged there we have also set up a review committee for the State which functions in this way that we have confirmed the recommendations when it seemed reasonable to do so of the local people who had made the original recommendations. This has meant that we have been in a position of approving and disapproving children on the basis of papers which we have from the report of the Welfare Board, the report of the physician, the psychological test result but we don't have the child. We had one situation out in Western Minnesota where a child had been approved for the program both at the local and State level and then the local school board decided that they wouldn't pay the tab, they were not going to pay the bill for this child to go because they thought that this was partly a function of the local county welfare board - the child happened to be on welfare. We could not make an intelligent decision on this child on the records that we had. Fortunately I was out in that area of the State and Mr. Geary suggested that if at all possible that I go to see the child in his home and talk with other people who knew the child, the county welfare worker, the school nurse, the school superintendent, etc. It worked out that it was possible for me to do this and just last week I visited this child in his home. The child was on home bound at the time. I walked into probably the most depressing home situation that I have seen in my life, a child that had lost his father a year or two ago, the mother was on relief, she seemed very unhappy, the child was unhappy, sitting on a davenport in a darkened living room when I came in with the school superintendent. The child had some neurological disease, a degenerate disease so he is getting worse as time goes on. He was just lost. The only contact he had with people at all was the home bound teacher. You had only to take one look at that child in that home and put that together with the record that we had on him to make a pretty strong recommendation to that school board that they had better reverse their decision and get this boy to Worthington. We did this and he will be in Worthington the Monday after Thanksgiving. I think when he gets there this is going to be an ideal program for him. He will get the physical therapy he needs, have association with other children, he is going to have a complete educational program offered to him by trained teachers. We are always glad when we can do this kind of a thing, but this is an isolated child. It was 200 miles from St. Paul. If we had had a special education person in that area of the State this problem would have been handled a long time ago. We can talk about this but we always come back to the same thing, that we can't do the job that we have to do sitting in St. Paul. I will go back to Senator Grittner's comment of this morning. You can't do it sitting in the office here. We can write letters, we can write thousands of letters, we can

write directives by the bushel, we can tell other people how to do it, but we don't do the job until we get a chance to meet with school superintendents. I had the opportunity last week to meet with the first group of the athletic districts. I met with the 21 superintendent from District 21. We spent three and a half hours, most of the afternoon, talking about their special education needs. This is an athletic district made up of relatively small school districts. I think the enrollments run say from 300 to 1800. Everyone of the superintendents there had problems and they had no one to turn to. They knew that they should be doing something. They wanted to do something about their handicapped children but they could not do it alone. They had one retarded, one speech problem, etc. but they could not do it alone so when we started to discuss it they picked it up quite rapidly. I was very encouraged by the enthusiasm that these men showed. They were ready to go right now. In fact one superintendent said well let's just go back and start to our school boards and get this thing going. This sounds optimistic in terms of what we are talking about this morning. Maybe we just have to go out and visit 32 school athletic districts and we are ready to go. I don't think this is the answer. We don't know what the answer is - we don't know whether this is going to work. I think it may be in the direction that we want to go, but even if we were to develop within the next year or so a half dozen regional programs like this, we would still have a real need for someone to pull out of the experiences the lessons that we have to learn, to identify the problems that are there so that we can set up a pattern for the whole State of Minnesota. I think we can do this job if you give us the tools to do it with. I have on my desk right now a list of about 18 communities that I feel that I should have been in in September. These are communities that have set up new speech correction programs this year or they are communities that have had a speech correction program and have a new person doing the job for them. I feel that it is essential that I get out to spend at least a day with these new people to help them get this program started in the way that it will be a good program, that it will continue to do the job that it was supposed to do. It is much easier to set up a program correctly in the first place than to come back perhaps next June and find the errors that occurred and try to change them. I am not going to get out to these 18. I might get to a half dozen of them. It goes right back to what we were talking about this morning, we don't have the funds to travel. We just cannot do the job.

We are charged with the responsibility in this biennium of intelligently dispersing about $5\frac{1}{2}$ million dollars in state aid for handicapped children. We recognize that we cannot do this job adequately in St. Paul, we have to get out, and yet we have in our section with 4 men \$800 every 3 months to travel the State of Minnesota. I think this speaks for itself. There are business men among us that would say that this is poor business. There are others that might say it is penny wise and pound foolish - I don't know the answer but I do know this that we can do the job if we get into this area of getting help at the local level and getting ourselves the opportunity to do the job that we are trained to do.

SENATOR HOLMQUIST: You said that we can have the job if we had the tools, what you really meant, or did you mean, that we can do the job if we had the money. Do you have the tools now or do you have the money?

MR. STENSWICK: I think we have first of all a very excellent piece of legislation. We have had good appropriation for the state aid. I think one of the problems that we are faced here with that I have mentioned is to get out to be able to do the job. I think another problem which we touched on at a previous program is the fact that we are in danger of running a training program in the State Department as far as special education is concerned. I think if we are going to have long term development in these programs we are going to have to have people to look on this as a career and if they are going to come in for one year, two years and then take off for greener pastures we are constantly going ahead a little bit and falling back a little bit more, so when I speak of tools I think I am thinking of some of these things, salaries, travel expenses, etc. We do have a couple of these very important ingredients and that is we have a good state aid picture and we have good mandatory legislation. I think it is now the matter of adding the other ingredient and we will have the whole thing.

SENATOR GRITTLER: Don't you feel these pilot programs are one of the tools you need?

MR. STENSWICK: Definitely. I think if we had the kind of pilot programs we are talking about this morning we would learn a lot about how to do this job in the small district. If you look at a map you will see that we have large areas in the State that are real void, we just don't have anything.

MR. CUNNINGHAM: In this field of speech does it ever work out that the high school speech teacher could take work in speech correction and handle the few students that might need some work along that line.

MR. STENSWICK: Yes this is possible. The only thing is that it requires more work - take for example the teacher of the mentally retarded, she is first of all a teacher and she needs some additional work to become a teacher of the mentally retarded. For provisional certification in the area of the mentally retarded requires 8 additional hours in specific courses relating to retardation, but because speech correction is so different from ordinary teaching or even the teaching of general speech more is required. A provisional certificate that was given here for awhile required 21 quarter hours for a teacher to become provisionally certified and this takes quite a bit of time. Actually 10 of our new programs this year are being conducted by people who were formerly school regular class room teachers who have gotten additional training and come back into their communities. It takes about two summer sessions. Under the scholarship program that they had developed for this, classroom teachers without any specific training in speech correction could by attending the 4 summer sessions in two summers get the 21 hours - they will have over 21 hours - then they will go back and get the additional 12 or 13 hours to qualify them for full certification. These courses are offered at St. Cloud Teachers College, University of Duluth, University of Minnesota and just recently we are starting a program at Mankato State College

MR. W. W. KERNAN, Project Director of Rehabilitation Resources in the State of Minnesota. Today I will talk a little bit about the sponsorship of our study, advisory, methodology and background and list the rehabilitation resources in the State and their distribution. Also I will tell you of the forms we used in making our survey and how we went about developing these forms, the use and development of a glossary of rehabilitation terms used in the survey, the instructions we gave our interviewers, the people who went out and gathered the information and school training which we conducted for our interviewers. Also I will tell you about the progress and current study of our survey, the design of the directory we have about ready for the printer and finally the quantitative report which we will have available for the rehabilitation resources in the State.

The sponsors of this study are joint - the Division of Vocational Rehabilitation under the leadership of August W. Gehrke and the State Services for the Blind under the leadership of C. Stanley Potter. These two agencies go together to put up 1/4 of the funds for the study under Public Law 565 1954 passed by the 83rd Congress. Three-fourths of the funds are put up by the Federal office of Vocational Rehabilitation. In addition to the sponsors we also have advisors. The advisors are a sub-committee of the Governor's Committee on Vocational Rehabilitation. This is the sub-committee on the survey of rehabilitation resources in the State and I am Director. Dr. Erco Obermann of the Veteran's Administration is in charge of rehabilitation counseling. The members who make up this Advisory Committee are the leaders of rehabilitation in the State and I might mention a few of them - Dr. Frank Krusen of the Mayo Clinic, Mr. Bob Will of the Minneapolis Rehabilitation Center, Mr. Bob Hohman of the Minnesota Heart Association and a number of other prominent leaders in rehabilitation in Minnesota.

I want to talk to you about the methodology of the study - we are using all volunteers. These volunteers are the professional supervisory staff of the Division of Vocational Rehabilitation and the State Services for the Blind. (MAP IS BEING USED IN DEMONSTRATING) We are the supervisors in the various colored areas. These men contribute their time, work and effort in addition to the rest of their jobs in order to do this study. This worked out very successfully. We were able to cover the entire State of Minnesota which is some 84 thousand square miles at 10% of the cost that this was done in metropolitan Washington DC. These professional staff members are better qualified than people you could hire. The professional guidance and help that we needed was given to us by Mr. Gehrke and Mr. Potter and also by Dr. Obberman.

One of the first objectives was to locate the rehabilitation resources in the State. It may be a bit strange to you but we had no list of these. We first went about locating the rehabilitation resources in the State and showed their grouping. We have used a map to show their distribution in the State. We have some 87 counties spread out over 84 thousand square miles with a population of 3,300,000 with about 320,000 handicapped people throughout the State. You will note the offices of the Rehabilitation Division - Bemidji, Virginia, Duluth, St. Cloud, Fergus Falls, Minneapolis, St. Paul, including an administrative office, Worthington, Mankato and Rochester. These offices provide a wide range of professional rehabilitation service and in addition to this they coordinate and act as leaders for the rehabilitation facilities in the entire State.

In addition to vocational rehabilitation there are a number of dark green pins which are the county welfare offices in the State. Each county of the State has a welfare office which provides important social services and financial for those unable to pay.

The white pins are Out-patient Mental Health Clinics, there are 14 of those, and they offer a number of psychological and social services. There is one in Marshall, Wilmar, St. Cloud, Crookston and we are going to have one in Bemidji, Duluth, Austin, Albert Lea, Rochester, Minneapolis and St. Paul.

The red ones are numerous - there are 58 scattered over the State. These are hospital facilities which offer occupational and/or physical therapy. We have a brand new one at Worthington.

The small blue pins are sheltered workshops where severely handicapped people can go and work to get experience. There are 5 or 6 in Minneapolis, 3 in Duluth, 1 in St. Paul, 1 in Rochester, 1 in Pipestone, which is sponsored by Vocational Rehabilitation, and 1 in Red Wing which is sponsored by Red Wing Shoe Company. We have the Prosthetic Appliance Companies, very important in rehabilitation, one in Duluth, Rochester, St. Paul and several in Minneapolis.

We have 4 vocational guidance centers in the State. We also have the voluntary health agencies - Minnesota Heart, Minnesota Tuberculosis Society, Muscular Dystrophy, Multiple Sclerosis, about 40 of these in the State. These are marked blue pins with the white dots. We then have the employment offices that offer a number of services in the placement of these people.

This gives you a little bit of an idea of the distribution of our resources in the State. One thing we found was that no State had a directory of this type and they still haven't. We here in Minnesota will have the first one. This we will make available to you. You may wonder how we measured this information - we have some places that offer a large number of facilities under one roof, and then we have a little sheltered workshop in St. Paul that probably employs 3 persons a year - how are you going to measure this? We developed a two part form - in the first part we got a great deal of information about the resource, who was in charge and their qualifications, what degree they have, are they certified, how many years experience, how do they make decisions, how do they communicate with other resources, what are their supervisor's job and their qualifications, and finally what rehabilitation services they offer. It is very important to locate where these services are and how they can be obtained. We then went into finances - where do they get their money, what do they do with it after they get it. We went into the kinds of people they serve, how they were handicapped, how many they served and their plans for the coming year. Are they going to add personnel or are they going to subtract in some of the various fields. Finally we went into general comments the interviewer might have. For every service that they offered directly we went into an analysis of the service, the title of the service, qualifications of the personnel, space allowed for the service, where they get their clientele.

How many times in the year did they provide this service, how many persons did they provide it for - this gives a good idea whether they are working up to their capacity. We had a good picture of the resources when we were done, what they could do, did do and would be able to do in the future.

We then went through terms used and searched and found a good authoritative definition that many people could agree with and used this in teaching our interviewers. We found this extremely helpful in obtaining uniformity of understanding in the approach to the various services. This glossary of terms is covered in our directory.

We found it necessary to train our interviewers and this job fell to me. First we started in the use of materials, we taught them as thoroughly as we could about the documents we prepared in connection with our survey. We held a group session and went over the material, had mock interviews and direct field training. It was my job to arrange 26 interviews throughout the State and I personally conducted these interviews. First I went on an interview and he observed, then he conducted the interview and I supervised. It required a good many plane trips and driving but all 26 were carried out like clock work and none failed. Less than 1% of the resources failed to cooperate fully and allow us to complete our survey.

The interviewers and staff were very helpful and I think this indicates a favorable relationship between the supervisory staff and their leaders Mr. Gehrke and Mr. Potter.

The big problem we encountered in our survey of resources was lack of records. Many of these resources do not keep adequate records, do not have well worked out methods for keeping records efficiently. Too, they lack orientation to rehabilitation, they have certified teachers but do not realize the full meaning of rehabilitation for the individual. Much education is necessary in this area. Finally lack of time - it was rather difficult at times to corral these administrators to get the necessary information.

After we have the information what are we going to do with it. We have designed the directory, the revised draft is ready for the printer. We have a table of content, an alphabetical index, a functional index, in other words the 61 services we studied are listed in front of the book and you can look there and find out what is available in the State. For 158 agencies we have individual formats, address, telephone, sponsor, purpose, how to get into the agency. We tell how they can use these resources to get the maximum benefit from them, the clientele, what kind of handicapped people they help. Then we go into their fee policy, what they offer, qualifications of the staff, etc.

Finally we indicate in our directory the geographic area each resource covers.

We have a glossary of terms which help unders and what we are driving at - we spell everything out clearly.

We will have a complete directory of governmental agencies such as the Division of Vocational Rehabilitation, Services for the Blind, Department of Public Welfare, Minnesota Employment Service, etc., and where they are located and the services they offer and who qualifies. We have 200 up-to-date listings.

We will have a directory for cross reference, directory of directories in which we list about 30 directories.

This brings us to the quantitative report we have in progress and hope to have ready by February 1st. This is a complete report of the services these people provide, the services they can provide and many types of information, and we will have this on IBM cards.

MR. BEEDLE: I wonder if you are going to make an effort to point out misleading names - for example this school on Summit for "Exceptional" children - this might be misleading to some people, I have had people approach me about this.

MR. KEENAN: We have not listed resources strictly for children, the Christ Child School has not as yet been included. We would, however, specify just what type of children it was for, the clientele they serve. We work hard to have no misleading information.

MR. GEHRKE: May I pull some things together. The Report of the last Interim Commission, we were working on this a year ago and talked about this project and that this would develop the number of resources, where and what they provided. In the Interim Report you have the number of handicapped in the State, where they are, etc. If one takes a good look at the Report of the Interim Commission and then at our Directory you can come up and have a pretty good idea as to what is necessary if you want to bear in mind what really needs to be done to do the job of rehabilitating vocationally the handicapped.

SENATOR CHILD: What is on the other side of the map?

MR. KEENAN: I was going to bring that up - the suggestion was made that we think a little bit in terms of a Regional Directory - resources that can be used on a regional basis in more than one state. We are trying to get a pretty good picture of those resources that can be used not only in one state but also on a regional basis. I would like to say that Minnesota when we have this Directory out it will be the best document of this sort available throughout the United States and we have a great many inquiries about it. I am sure Mr. Gehrke will make it available to you.

DR. GUY L. BOND, Professor of the College of Education, University of Minnesota. I would like to thank the members of the Legislative Commission for the opportunity to speak about the need in the State for remedial reading teachers. I believe that this initial presentation will be just an introduction and that the Committee might like to follow up this presentation with a meeting in which you have certain lay groups such as the Minnesota Citizens Committee on Public Education, PTA Councils, some superintendent of schools and elementary principals and the like which may give you further help in looking at the entire problem.

The plan of our presentation, there are three of us here, I will indicate the nature of the problem existing in the State, Mr. Barry will discuss our legislative suggestions and Dr. Victor L. Loyman of St. Cloud will discuss the facilities and training personnel we have in the State presently available to implement our suggestions.

I think this group recognizes that it is a rather critical problem, but I want to point out that it is not the result of inadequate teaching reason in the first place, actually the extent of the problem has somewhat diminished since I started looking at the problem in 1935. There are somewhat fewer youngsters in serious trouble, and also the average reading capability of school youngsters in general, is much higher today than it was back in 1935. There are several contributing factors, however, to the problem over which we have no control and over which we would not want to have the control. Certain medical practices at the present time do make for more severely retarded, for example, we had a case that we followed through for some 5 years in our clinic, whose tests indicated as a child that had added differential brain damage due to high fever disease in early childhood, about 6 years old, and they persisted until he was about 12, which made the situation very difficult in that one case, so we do want to point out that there are youngsters of this nature that are quite difficult to solve their problem. We are talking then about the problem from the standpoint of the overall problem. Remedial teachers are made available to school youngsters in every country in the world. I just had the opportunity of going to all the English speaking countries and studying their teaching of reading and in every country I saw that they were making serious effort to make available throughout the area remedial teachers for the youngsters in need of that type of attention. I might point out in passing, in a way of introducing the problem, that Edinburgh, Scotland, in the one city had 52 such remedial teachers, and when, my being part Scotch, the Scotch feel it is so worthwhile that there is something that we might at least pay a degree of attention to. There is an effort made, not only in the English speaking countries to teach all youngsters to read. In everyone of those countries they make greater and greater provision for handling the youngsters who get into severe difficulty in reading.

During our discussion then I would like to keep in mind the youngsters we are talking about - they do form a distinct clinical group. They are youngsters that can be identified. They are youngsters for whom we could set up criteria for selection. They are youngsters who are by and large capable youngsters, children who have every right to suspect that they will be very effective students, but there are many causes for their problems.

The youngster may have a slight hearing loss that makes it difficult for him to attempt to sound the words accurately enough to be effective in learning to read when he associates sounds. Another youngster may have a visual discrimination problem, another youngster may be out of school when some very important instruction because of illness or something or other reasons and loses some very important instruction, and a teacher with 35 children or so finds it difficult to take the amount of time that is necessary to solve his problem, in fact she may not even have the training. These youngsters constitute a typical group of children. The typical child learns to read very well. His reading is compatible with his intellectual growth. He is growing effectively in reading and other things in the school. Our estimation is, with an estimation we are holding to, is that the youngster who makes this typical group constitute mainly 3% of the population - 97% learning very well, as well as we could expect them to learn.

I am Professor of Education at the University of Minnesota, also Chairman in Charge of Elementary Education, also Director of the Reading Clinic and I will learn a little bit on the last job that I have. We see many, many children every year numbering in the hundreds who are in this type of difficulty. We work with many of them and help them overcome the problem that they have, so I point out that these youngsters are trainable. Their problem is correctable. It is something that we can improve and do something about. We do want to point out that reading disability is related to other types of problems that we are faced with in a state such as Minnesota. Quite obviously the youngster who cannot read up to ability to study other ways, to think and the like, is seriously handicapped in all of his educational undertakings. He can't learn arithmetic, he can't learn science, he can't learn social studies, because he is so limited in the basic tool of learning that he is an ineffective learner. Therefore our school endeavorment for that youngster is stopped unless something is done for him.

Second, a considerable number of these children because they recognize that they are unable to do what they know they should be able to do establish emotional problems along with the reading problems - severe ones. All the way from the little boy that we had that would get emotional disorders to the point that he would get rid of everything he had eaten for the day the minute he read - a complete rejection. We have had youngsters the parents could not even get to go to school because they could not tolerate the situation they found themselves. So that there are emotional results.

We want to point out also that there is a high relationship between what we call reading disability and delinquency. The fact of the matter is that the Legislative Interim Commission on Juvenile Delinquency in their recent report recommended that an attack be made on reading disability as one of the ways of helping the delinquency problem. I have had the fortunate experience of working with a group of such youngsters in a delinquency area in New York City and the Juvenile Court came to us and said, "What has happened in this District, our problems have considerably fell off." I might point out that New York City at the present time is attaching this problem and getting results from looking

at the school adjustments that is possible for this type of youngster. I might also point out that we have made studies down at Red Wing and other places in the State and find that 50% at least of the boys at Red Wing would be classified as disabled readers. We have a serious problem here.

We do want to point out that if you want to get some further information on this problem you might invite Professor Ellington of the Law Division of the University of Minnesota over to present the interrelationship as he sees it. He has met with the other Interim Committee on that.

We have pointed out that these youngsters are correctable. I happened to work in a program wherein 12,000 such youngsters in New York City had remedial training and I happened to have the responsibility for the training of the Supervisors of the Teachers who taught the youngsters - I was that far removed. Ninety-five percent of these children who were seriously retarded in reading were corrected in their disability and were able to go back into the classroom and be regular members of the school room situation.

In our summer reading clinic and I am sure that Dr. Loyman would be able to attest to the same thing, we average one month gain for each week of teaching over a 2 hour period during the day during the summer session, in other words if we have a youngster 10 weeks we get over a year's gain in reading and more than that we have followup studies that show us that even after a 3 year period this gain has been maintained so that what we have done for those youngsters is permanently helpful. The gain then is not only possible but it is something that the youngsters retain when you follow them up over a period of time.

We want to point out that many Superintendents at the present time recognize the problem - in fact most of them think it is the number one problem - and we would like to point out that many of them in what we would call the forward looking school systems have done something about it. However, it is somewhat discouraging in a way that more of them haven't done something about the problem. We believe then that there is need for legislation, some kind of an enabling Act to send back permissive legislation that will encourage school systems to undertake what I think is a basic responsibility of school systems. The fact is that this is one of the sore thumbs in education that stands out and is always apparent. I would like to point out that when I talk to PTA groups I always have a whole group of people come up and say, "Why are there not facilities to handle youngsters in this type of serious problem within the State such as Minnesota which is somewhat in the forefront attending to the individual needs of youngsters?" We receive probably from 10 to 15 letters per week asking where we can get these services from parents who are somewhat distraught by the fact that they have youngsters in difficulty.

We would like to point out that there is no relationship between the social economic status of the family, or very little relationship, and the presence of this type of disability. Many of you know youngsters with this type of problem.

Some of us that met with a previous Interim Commission such as this thought that such legislation had been passed by the 1957 Legislature. Senator Holmquist may recall when we were here before. The question arose, however, as to the intent of that legislation and whether it was earmarked definitely enough the need for this type of instruction, or whether it could reasonably be assumed that any one specific type was definitely followed in regard to the clause that was added and taken out, and I think rightfully so, because of the fact that it was too wide a door on that problem. I am sorry that it was taken out because I would have liked to have gone in through that door, but nonetheless I think we should point out that in the meantime people have been working on the problem. The Governor's Advisory Board on Handicapped, Gifted and Exceptional Children have been considering remedial reading and special education and made some recommendations. They recommended April 30, 1958, that children with serious reading disabilities are handicapped children. For this reason this special instruction and services, failure to learn to read, may represent as much a fault in the development and growth of children as failure to learn to speak or other things of that nature. We therefore recommend that special legislation, reimbursement, etc., be made available for certified remedial teachers working with cases approved by the State Department of Education regulation.

In the meantime I have acted as Chairman of a Committee working for the State Advisory Council to suggest qualifications for teachers to handle this type problem, and last week the recommendations of the Committee on such qualifications were endorsed by the State Advisory and now you know better than I do where they go from there. That type of work has been done. We feel that, and would like, to have some specific legislation dealing with this problem which we think as educators and also as people concerned with youngsters who have this serious problem, we believe there should be specific legislation dealing with this problem.

I will ask Mr. Berry to present our recommendations in regard to legislation.

SENATOR GRITTMER: You talked about that gain of a month per week - you say it was maintained.

DR. BOND: We had follow up studies. They did not maintain the rapid increase but they maintained the great gain and it leveled off so they were almost growing like the usual child. Not quite. Over a 10 months period they gained not only what they had but 9 months further. This persisted on through. If we had facilities to just give them a little boost we could have made that really good.

SENATOR GRITTNER: In your follow-up studies did you find cases where actually the child had had a problem at one time and had become a better reader than the average?

DR. BOND: We have had some in our summer session of 10 weeks who have made as much as 3 years gain on the part of some of these youngsters and those youngsters tend to gain at an accelerated rate after we are through with them.

SENATOR GRITTNER: I had one boy that came to me in the 9th grade a couple of years ago and asked for the reading assignment so he could have a 18 year old boy that lives in the home read to him and rather than do that I referred him to our reading teacher and he had been reading at 3rd grade level and in 4 months he was up to 7th grade and we took him out of the special class and just got him reading and reading - he was just like a bird learning how to fly and by the end of the year he was up to grade level that he was in.

DR. BOND: What happens to these kids as people. It is equally important to the growth that we get in efficiency in reading. It is a very gratifying work.

SENATOR GRITTNER: It was almost pathetic when he came to me at the end of the year and thanked me for having gotten him started.

MR. CUNNINGHAM: I understand that the grade school principal takes remedial reading cases and it is my understanding that she does not try to do anything with the children who were down toward the retarded level but took the brighter children - is that typical?

DR. BOND: They take youngsters who have a discrepancy between their mental capability and their reading performance and this is the definition of a remedial case. A youngster who is reading so far below his mental capability that the typical classroom teacher cannot be expected to solve his problem as long as she has all the other youngsters to work with and actually she does not necessarily have the training necessary to do the job. This will not solve mental retardation problems, but certain of our cases certainly could be 90 IQs. Supposing the youngster was 5th grade and mental ability said he should be 4th grade, fifth grade age, he was retarded mentally somewhat, but he was reading second grade we would say he was a case and we could do him a lot of good and reestablish him in the school. It is the distance between where we normally expect them to read and where they are reading and where they are far enough away so that they cannot be reasonably corrected by the classroom teacher.

MR. WANGENSTEEN: This is a question that has to do with the incident of the age as related to where we should do the remedial reading, it has always been my impression that the classroom teacher be the one to do the remedial reading and that a specialized person should be a supervisor in remedial reading to assist the classroom teacher.

DR. BOND: We recommend as you will see remedial teachers to assist the classroom teachers. We are assuming that the classroom teacher will handle the less complicated problems. The fact is that 10% of the youngsters need help but we are saying that 7% of those can be handled by the classroom teacher, we are saying and studies back us that 3% of them are so complicated and so complex a problem that the classroom teacher cannot reasonably be expected to handle them. We believe that there should be a person available at any level where this shows up because it can start at any level. You see a youngster can be getting along fairly well at the start of reading instructions but the problems change and he can get into difficulty anywhere along the way. Therefore, we think that this person should be available. The student is still in the classroom as far as we are concerned. The teacher is much like a speech therapist, they have to have the youngster everyday in order to get the sort of gain that we want.

MR. WANGENSTEEN: Specifically what are we aiding - would you recommend giving aid to a person totally lacking in the function of a special teacher or a remedial program in the district?

DR. BOND: I would like to leave that and have you raise it after you hear our suggestions on legislation. Actually we are asking aid for the person who is designated as a remedial teacher - her job would be to handle 40 to 60 youngsters in serious trouble.

MR. WANGENSTEEN: Maybe it is just a problem of financing. Sometimes when you have a person, a specialized person, the classroom teachers then tend to look upon that person as the one who must do all re remedial reading teaching.

DR. BOND: This would not be possible. They might have some supervisory and coordinating function but they would have actual teaching function too the way we see it.

MR. WANGENSTEEN: We need a person who is more than a teacher one who also acts as the coordinator of the program.

DR. BOND: This is part of the role of a remedial teacher. She is there to handle the very complicated cases, also to diagnose and give suggestions on correction to the classroom teacher - you are right - and in that way she is helping solve the problem.

SENATOR GRITTNER: The way it has worked in our school, it has been due to the unfortunate position of the St. Paul schools, we have had to retrench our program and put our remedial teacher back in regular classroom work for a large part of the day. What happens is that only the children who are diagnosed as problem cases, disabled readers, get to him on referral. For the rest of the children - let us say I have 8th graders and some of them are reading 4th, 5th and 6th grade level, if I am alert I will have him diagnosed as a problem and then she tells me what kind of reading material to get into that persons hands.

DR. BOND: You have this supervisory thing you are talking about.

SENATOR GRITNER: You would take him out of my classroom every day for an hour and keep him for two or three months - when he returns I keep working on him within the classroom.

MR. WANGENSTEEN: There are many students who have remedial reading problems who do not necessarily need the services of that particular teacher, but the problem as I observe it at school, in many and maybe in most of your classes, classroom teachers are not armed with remedial reading technic, they need a supervisor to come in and help them set up testing programs and in a sense teach the teacher how to teach remedial reading.

SENATOR GRITNER: I would not disagree with you but it has been my experience that for many of these youngsters who, of course, don't like to read that their biggest problem is just that, if they would force themselves to read more at the level they are reading now that they would soon improve and become level readers, just like any type of practice.

MR. WANGENSTEEN: I would not presume to speculate on reasons why they do not read well.

SENATOR GRITNER: Those are some of the persons who can give you problems in the classroom - not reading up to level - but they are not disabled readers.

DR. BOND: Yes. In our recommendation to the State Advisory on certification we also make a recommendation in regard to the training for such supervisors. We think, however, that the schools themselves should support this group of people because they are part of the advisory staff.

MR. WANGENSTEEN: Your recommendation for aid would go to the function of teaching and not necessarily setting up these programs.

DR. BOND: Of course we would like it as broad as this group would concede that program, but what we are asking for is some kind of aid to get these teachers out in the field. The teachers should handle somewhere between 40 and 60 youngsters, this will give them time to diagnose some of the less severe cases to make suggestions. Maybe a kind of a service agency to teachers as well as handling youngsters directly. At least if I were in that job I would suspect that the people would come to me and say - I have a youngster what should I do for him in the classroom. He did not quite qualify. Then we think there should be reading supervisors available too, but that is another task in a way.

MR. WANGENSTEEN: I think they are related tasks.

DR. BOND: They are quite related.

MR. WANGENSTEEN: My observation has been that in some specific circumstances when you bring in a special remedial person the elementary teacher especially tends to assume that the entire remedial reading burden is going to be born by that person. They do not understand their role in remedial reading.

DR. BOND: The qualifications the State Department will make, I am sure we will be in consultation.

SENATOR HOLMQUIST: Dr. Bond is it logical to assume that any child who has no problem with reading in the 6th grade, in other words a child who reads up to 6th grade ability in the 6th grade, will have no reading problem after that?

DR. BOND: Not necessarily.

SENATOR HOLMQUIST: The incidence is certainly less.

DR. BOND: It drops off but there can be youngsters who seem to be perfectly well fit, it may be that they had not fully established all their capabilities that are necessary for more mature material that they are going to need for more specialized academic subjects, but the incidence of occurrence after that point would be much less.

DR. DEAN BERRY, Reading Consultant, St. Louis Park Public School. I am a high school teacher at St. Louis Park, and a consultant in reading for adult firms such as Honeywell, General Mills, etc.

I would like to pass out a proposal. (This proposal has been placed in each folder.)

I would like to have you glance at these proposals and I will summarize them.

Section 1 points out that the legislation would be permissive.

Section 2 defines the child generally and states that the exact definition would be made by the State Board of Education.

Section 3 gives the various methods and possible places of providing education.

Section 4 deals with some of the rules and some of the details.

Section 5 points out the possibility of this inter-district.

Section 6, 7 and 8 point out the method of reimbursement.

The similarity between this proposal and the legislation enacted for special education is immediately apparent.

I should also like to point out a summary of staff needs. (This has also been placed in the folder and marked for "Remedial Reading".)

No. 1 We do not have an exact count of the presently employed remedial reading teachers. I was interested in the survey made by the Vocational Rehabilitation people. We do that too but not as extensively.

No. 2. The number needed if the program were now fully developed. This is based on a 3% figure of a school population of exactly 700,000. 21,000 students would be eligible for this program and the 525 teachers is based on each teacher taking 40 students a year. This would be a minimum. It would be somewhere between 40 and 60 and the final figure would be determined by the State Board of Education. To bring our program up to date right now we would need if we figured each a load of 40 students per teacher 445. Our estimated need in 1970, we figure a 20% increase in school population, 25,000 the number of students, about 630 teachers. Then we estimated a stability figure of 300 being aware that districts do not utilize services that are available. This is the figure, it is only an estimation, but the only one on which the cost on the second page is based.

SENATOR GRITTNER: That stability figure - by that do you mean that while the needs are estimated to be 630 that the practical amount is 300.

DR. BERRY: Right. This 630 figure again is based on 30 students and is about a minimum. It probably will be 60 which would mean 420. The stability figure would not change.

SENATOR GRITTNER: Dr. Bond said that this is a problem that can be diagnosed and corrected and -- presumably a child who has proper diagnosis and treatment will not be there year after year. I was wondering if any correction was made here for the fact that once correction is accomplished in the population level of the school from the 12th grade level back to the first grade whether another stability figure might not be possible - what do we retreat to as the maintenance figure?

DR. BERRY: This is a good question and it is one, for the moment at least - you must consider the causes for the remedial reading problem - there are many - interrelated.

On the second page we have estimated the cost of 1961-1963. This \$900,000 figure again is based on an estimated 100 qualified remedial reading teachers being available in the 1961-62 school year and an estimated 150 being available in the 1962-63 school year. This is also based on the assumption that each of these teachers would be getting \$5,400 or more a year and thus be eligible for the \$3,600 - some of them will not because the \$3,600 figure would not apply straight across the board.

The supply and equipment cost is based on approximately 40 students. You go back to the 10 year figure of 1969-71 and 300 remedial teachers, the cost for the two year period would be an estimated \$2,160,000.

MR. CUNNINGHAM: Do you feel that there is much of an aid for the slower learner to be separated into a class by themselves, a smaller class, so that they get the basic reading - would that help to prevent some of these remedial reading problems? What about some of the foreign countries?

DR. BOND: They have special schools for the mentally retarded and also have the remedial teachers - anything you do which tends to alleviate within the population makes the teachers able to handle a greater proportion effectively of the remainder. Therefore you see that does lower somewhat. Then, if you had a very good coverage this 3% would not occur every year and as the youngsters grew up the estimated stability cases of 300 may be somewhat high, but remember that we also divided in half the number of teachers that would be the maximum. In fairness to this group I would say that this would be one aid that would be picked up by school teachers. While what you said was true, I also have a feeling, and this just has to be on the feeling basis, that this might be picked up even faster than your mentally retarded and other groups, because of the fact that these youngsters are correctable and they can get them back into the classes. That also implies that you are not going to have 3% up along the line. That is a maximum estimation - we tried to put it at the maximum so you would really know what you were getting into.

MR. CUNNINGHAM: The group I was talking about - I had in mind separating children according to ability - the slow learners in one group so the teacher could give more individual attention and help them get their basic reading skill.

DR. BOND: The 3% that we are talking about need technically trained people by and large.

SENATOR GRITNER: If in the regular first and second grade classes, if the regular teacher could be dealing a fewer number of reading groups, a smaller number of pupils in those groups, would it be likely that we would not have 3% of the people so treated showing up as crippled readers later on?

DR. BOND: I think they would come more from the 7% than the 3%. That 3% we are talking about are tough ones - they are difficult and it does take technically trained people.

MR. BEEDLE: This legislative bill you have laid before us, the model of it, is that in good enough form to be introduced? Has it been checked etc. by your specialists so that we don't think that we have something we may want to introduce in this field and then run into a lot of problems once it is introduced? I would like a statement on that.

DR. HENRY: I would say this - we have worked over it, it has been read to a number of the State Department of Education and some suggestions and changes were made that were suggested. I think that we could say this could be used.

SENATOR HOLMQUIST: Are there reading difficulties among students with IQ of 110 and over?

DR. BOND: The disabled reader can come from any intellectual level. The fact of the matter is that studies tend to show the severely retarded are more often above average than below average intellectually.

SENATOR HOLMQUIST: The reason I asked this question was that I thought it might help to answer your question to indicate that disability in reading are all over the scale.

DR. BOND: We have had them as high as 160 IQ. Measured IQ. The Binet makes a mistake on those people because there is some items in the Binet that are reading weighted.

SENATOR HOLMQUIST: You have to use the Binet test to measure.

DR. BOND: That is right. You can't use a group mental test, they have to use an individual test and even that is under estimating to a degree.

SENATOR GRITNER: What happens when those people learn how to read?

DR. BOND: You really see a new person. It is tremendous.

DR. BERRY: I would like to clear up one thing. When I made the statement that I checked this - they know that we are presenting this in our recommendation.

DR. VICTOR L. LOYMAN, DIRECTOR, Psycho-educational Clinic, St. Cloud State. I want you to know that I have been interested all my life in this problem. I was once a Superintendent of Schools in Missouri. I was the only Superintendent in that State who went into his elementary school and did some job with youngsters in reading.

Secondly I am the Director of the Psycho-educational Clinic at St. Cloud State and we are almost every day in the process of seeing youngsters of the type we are talking about here this afternoon. For example, we saw a 15 year old boy from a community 70 miles from St. Cloud who had a measured intelligence of 102 on the Franklin Binet who is a non-reader at the present time. He has been in school 9 years and they just can't teach him to read. We diagnosed his case yesterday, we had him all day, we hadn't decided until late afternoon just why he hadn't learned to read, but we were sure that he didn't learn from the first grade on up. My experience would be that most of the youngsters who are as severely retarded as this person is get retarded almost initially - they are retarded from almost the very beginning and small classes I am sure would help a lot in terms of reducing the incidence, but certainly would not solve the problem entirely.

We have from 25 to 30 retarded readers in a reading center in St. Cloud State at the present time, and have that number regularly. I have a waiting list of folders about so thick who are waiting for diagnosis and waiting to get into this reading center.

SENATOR HOLMQUIST: May I interrupt? What is the average IQ of this core of readers?

DR. LOYMAN: That we have in the reading center - definitely above average. When we check what level they are they run about 104 and 5 IQ on the average. There are again some youngsters who are as high as Dr. Bond says and there are some youngsters in the 80 to 100 IQ. We do not take what we call mentally retarded children, that means below 80 IQ.

The problem is therefore very severe. We are presently involved, for example, in having contact with (inaudible), very far distance from us, we had a 17 year old boy from there last summer who was also a non-reader who had above average ability and we are helping a teacher who is not trained the job of doing remedial reading to help rehabilitate this boy. We do not know how successful we are going to be. We just started this fall. We are furnishing the material, the teacher is coming down periodically. That is the kind of thing we now have to do. That is the kind of thing we don't like to do. We wish that Park Rapids could have the availability of aid so that they could employ a teacher which is what Principal Hayes up there wishes to do and do the job for 30, 40 or 50 youngsters which I am sure they have in Park Rapids that need the kind of help that is being given to this boy.

My job is primarily to indicate to you, however, that there are facilities at the present time for training the kind of teachers that we are talking about for the remedial classes we are asking aid for - the University at Duluth offers a masters program in remedial reading - St. Cloud State we have a masters program in reading - at the University they have a doctoral program in this area. The other State Colleges presently teach courses. They have not developed full fledged programs in this area.

They are close to that particularly in Mankato and Bemidji. There are schools in Minnesota that will furnish these people. I think for your benefit I should indicate to you that our recommendation with respect to personnel in this area involves three levels, elementary remedial teachers, secondary reading teachers and then consultants, supervisors, etc.

Whether you wish to make reimbursement aid available for this is something we don't have in the recommendation, but it certainly would be helpful because this is the most crucial area because it is a preventive level of helping keeping youngsters from becoming retarded readers. At any rate these programs are in operation and we hope that you people can see fit to do something about helping what I consider presently the most serious situation in terms of exceptional children in our State.

I have been on the Governor's Commission for Exceptional Children for two years and that group is unanimously in favor of applying some aids to schools so programs are set up. Presently only the very large schools who have a lot of money can afford to designate a teacher and put her aside there to do this job of remedial reading. We need this kind of aid for all schools so the small schools can cooperate and have remedial reading services, or if you want the higher level even consultants plus remedial reading service.

I think that is all I have to say.

SENATOR HOLMQUIST: In the field of specialized training - do you find many teachers anxious to take this course in remedial reading. What is the enrollment?

DR. LOYMAN: Yes I do. The enrollment at St. Cloud is 2900. In this particular area I cannot give you the exact figures, I can give you an idea of the number in this area, however. Next summer we are obligated to complete the practical training for 21 teachers who are out in the field and next summer will complete this training. How many additional ones I do not know. We have to double our remedial reading facilities next summer - operate our clinic both sessions instead of one as we have been accustomed to because teachers are training themselves to do the job.

SENATOR HOLMQUIST: A lady from Grove City has taken the training - I have three children, the oldest boy reads well, our daughter reads well, and we have Charlie who is in the first grade and having a difficult time learning to read. This summer he rather happily, in fact I could say happily enjoyed probably 25 hours of teaching from Mrs. Smith who had been at St. Cloud - I can say from personal experience that there is real fruit there.

DR. LOYMAN: Most of these children that need help are boys - in our clinic it runs higher than 75%. Some of these people we can rehabilitate in a year. I can tell you of one young man who is very successful, he is making a whole lot more money than I am, a contractor in the State of Minnesota who came to us about 5 years ago absolutely a non-reader. He had been farming for 2 years and he had discovered that even a farmer needs to know how to read real well. He came, he has been one of the most successful cases we have ever had, and in one years time we were able to raise his level from a non-reader status to the 8th grade level. He had to interrupt that going up to Duluth to work on the iron ships in order to make the money to come back and finish the job. He was boarding and rooming there and putting himself through and I recall his coming back - he stepped into my office my office and said I have got \$2,000.00 in the bank - I almost quite teaching by the way to go to work on the ore ships - when he told me that - after 3 or

4 months work up there he was ready to come back and finish the job. He then went to Dunwoody and is a very successful contractor. Here is a non-reader just a few years ago. We could multiply that kind of a story a 100 times.

SENATOR HOLMQUIST: The statement just made is fundamental testimony which is responsible for the creation of this Commission, because this Commission, its worth is realizing that in helping these people you are taking non-producers and making producers out of them. That is the whole purpose of this Commission.

MR. BREEDIE: I was wondering if there is available to the children of the St. Cloud Annex facilities for this teaching - they are supposed to be rehabilitated either in a trade or otherwise.

DR. LOYMAN: Not that I know of. If we would get a request for help of that kind we would be glad to consider it. We have not entered into the picture at all.

SENATOR GRITTEER: Since we know that reading, especially in the early years is a matter of being ready for it, having all these psychological problems develop later on, and since we know that boys develop more slowly than girls to that point of reading readiness, and since the crippled readers seem to turn up at the rate of about 3 to 1 among boys, have the reading people as a group made any study for recommendations about turning the clock for first grade admission back more closely to the beginning of the year. My boy was born the day before Christmas and in St. Paul that enabled him to start school on September preceding his birthday and while we went through a few difficult stages after he caught on he got over the hurdle - had he had just a little different psychological makeup he could have been one of that tough group. I notice in some places they are saying that the cut off date should be considerably earlier than 5½ years.

DR. LOYMAN: Our studies has shown that there is very little danger in starting instructions in reading at a later date. The eventual kind of reader that that person will be is generally better if it is started later. It is also true that in Minnesota the trend is very definitely in being in terms of 6 earlier. A few schools have set the date back - even August 1st. The problem there is that they must make a special provision.

SENATOR GRITTEER: Is most of that motivated by the desire to keep the first grade and kindergarten down?

DR. LOYMAN: I don't think that is the entire motivation. It is the recognition of the fact that some youngsters are just getting into school too soon.

DR. BOND: There is a possibility of altering the program to fit the children. We just had a study conducted last summer in which we measured the reading ability of boys and girls at the end of the first year and there was no difference between boys and girls.

DR. LOYMAN: I think you would have to say that even if we operated at the reading readiness level there are still plenty of other factors that would be operating.

SENATOR HOLMQUIST: I think Senator Grittner has hit a very vital point. I am so concerned about this that I am considering introducing a bill disallowing anyone to enter school unless 6 years old before starting date. Dr. Loyman you gave me a good idea, a loop hole, unless they can prove conclusively they are ready earlier.

SENATOR GRITTFNER: We would have to provide testing to everyone.

DR. LOYMAN: I think there should be some provisions for testing. There is another factor in the picture that will help your loophole - psychological services are being developed all over the State - we have a pilot program at St. Cloud.

The next meeting date was set for Wednesday, December 9th, at 10:00 A.M.

Meeting adjourned.

Respectfully submitted,

Moppy Anderson
Moppy Anderson, Secretary.

IW